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REPORT OF THE JOINT COMMITTEE ON THE RELATIONS BETWEEN THE UNIVERSITY OF CHICAGO AND CO-OPERATING SECONDARY SCHOOLS ¹

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Preliminary to this report, being the first, I think it is pertinent to remind you that co-operation between the University and secondary schools is practically as old as the University itself, having been a part of the original scheme entertained by President Harper. The relations between the University and the schools have been promoted by (1) the annual conference, which brings to the University not only the officers but also the pupils of the co-operating secondary schools; (2) the presence of hundreds of teachers from co-operating schools in residence at the University in the Summer Quarter; (3) frequent visits of inspection by officers of the University to the secondary schools; (4) reports on the standing of graduates from co-operating high schools in residence at the University, which are sent from the office of the examiner to the respective schools; (5) the frequent participation of the University officers in school anniversaries; (6) the work of the joint committee appointed last year; (7) the special co-operation of certain secondary schools with the department of education of the

¹ Read at the Conference of Deans and Principals with members of the University, November 11, 1910.

The joint committee, which was appointed at the annual conference in November, 1909, consists of (1) representatives of the secondary schools: Principal C. P. Briggs, The High School, Rockford, Illinois; Principal E. F. Brown, Wayland Academy, Beaver Dam, Wisconsin; Superintendent J. Stanley Brown, Joliet, Illinois; Principal H. B. Loomis, The Hyde Park High School, Chicago; Superintendent H. B. Wilson, Decatur, Illinois; (2) representatives of the University: Professors C. H. Judd, C. R. Mann, F. J. Miller, H. E. Slaughter, N. Butler, chairman of the committee. The President of the University and the Dean of the Faculties are members *ex officio*.

University, upon the invitation of Professor Judd, in the work of investigating the standing of students (*a*) in the secondary schools and (*b*) after entering the University, with a view to correlating more perfectly the work of students in their secondary-school and college courses.

At present there are nearly four hundred secondary schools in actual co-operation with the University of Chicago. These schools are to be found in a region extending from Pennsylvania to Texas and from Minnesota to Louisiana.

The joint committee on relations between these schools and the University has held three meetings during the year. The business of the committee may best be reported in the form of resolutions adopted at the several meetings. These resolutions have not all been embodied in University legislation. They are reported to this conference merely in order to give to this body a general view of the sort of activities which have engaged the attention of the committee:

1. *Resolved*, That it is the sense of this committee that in exceptional cases, upon the recommendation of the principal of the high school, the University should recognize a claim for advanced standing for work offered by a high-school pupil in excess of fifteen units, even though done within the regular four-year course.

2. *Resolved*, That it is the sense of this committee that the University should accept for provisional college credit, on certificate from the principal, work of the fifth and sixth years in properly manned and equipped high schools.

3. The committee voted to approve the suggestion of Mr. Judd that a study be made of the interrelations between the school and the college by a systematic study of the pupils themselves as to personal characteristics both in the school and in the subsequent college work. It was made clear that a suitable and practicable form of collecting data and tabulating results is the first absolute necessity in inaugurating this scheme; and Mr. Judd and Mr. Loomis volunteered to make a study of the situation between the Hyde Park High School and the University of Chicago, where a large number of students are usually involved, and to prepare a blank form and specific recommendations to present at the next meeting.

4. *Resolved*, That it is the sense of this committee that the present foreign language requirement for admission to the University of Chicago should be retained.

5. Inasmuch as the University expects the secondary schools to employ

only college graduates as teachers, and inasmuch as the secondary schools have been and are trying to conform thereto;

Resolved, That it is the sense of this committee that the University should provide adequate training in the history and pedagogy of the various subjects, including observation and practice teaching, and that in recommending graduates to teaching positions in the schools preference should be given to those who have availed themselves of these opportunities.

6. *Resolved*, That it is the sense of this committee that the University should co-operate with the secondary schools in establishing courses in commercial geography and industrial subjects by providing facilities for training teachers in these branches.

7. *Resolved*, That this committee suggest to the conference the importance of considering carefully the question of the present language requirement of three units other than English for admission to the University and the similar language requirement for graduation in many high schools, and that it is the intention of the committee to take this matter up for formal discussion and action; to which end suggestions are desired from the members of the conference either orally or by correspondence.

8. *Resolved*, That this committee suggest to the conference the importance of devising ways and means for recognizing by additional credit the work of any student maintaining a standing in all subjects which is exceptionally high, provided he is an exemplary student according to the combined judgment of the high-school faculty in conduct and attendance as well as in classroom work, and that it is our intention to consider the matter further; to which end we invite all possible aid from the members of the conference either by word of mouth or by correspondence.

9. In view of the foregoing resolutions and in connection with the investigations already started, it was further moved and voted that this committee request the conference to empower it to create subcommittees, not necessarily from its own number, for the purpose of considering special questions prepared from time to time by this committee, such subcommittees to meet with this committee when so requested and to co-operate with it in all possible ways.

10. It was voted to recommend to the conference of the University with officials of secondary schools that the chairman of the program committee for the annual conference be selected from this joint committee, in order that the discussions of this committee and the materials growing out of these discussions may best be utilized for the purposes of the conference.

It will be of interest to this conference to know that the University ruling bodies have modified the list of entrance requirements directly or indirectly in consequence of the influence of this committee. The modifications are as follows:

To the subjects which for many years the University has accepted for entrance credit from secondary schools there have been added advanced arithmetic, one-half unit, and commercial geography, one-half unit. From the group of drawing, shop, and domestic science, two units may be offered, though credit will be allowed for them only on the recommendation of the departmental examiners concerned. Further, whereas formerly the student might offer one-half unit either in political economy or in civics, he may now offer one-half unit in each of these; and, whereas formerly he was required to offer one-half unit of advanced algebra, he may now enter the University without offering that half-unit, although in that case the subject must be taken in college.

No doubt this conference clearly understands that the University of Chicago is entirely in sympathy with the movement to recognize as worthy of college entrance credit any subject suitable to be taught in a high school as soon as such subject is properly organized and standardized.